

KURIKULUM BERBASIS KOMPETENSI

BAHASA INGGRIS UMUM (Competency-Based Curriculum for General English)



- ❖ SURVIVAL ENGLISH
- ❖ ENGLISH FOR COMMUNICATION
- ❖ ADVANCED COMMUNICATION IN ENGLISH

KEMENTERIAN PENDIDIKAN NASIONAL
DIREKTORAT JENDERAL PENDIDIKAN NON FORMAL DAN INFORMAL
DIREKTORAT PEMBINAAN KURSUS DAN KELEMBAGAAN
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BAB I

PENDAHULUAN

A. RASIONAL

Sebagai salah satu alat untuk berkomunikasi, bahasa Inggris sangat diperlukan. Dengan menguasai bahasa Inggris, seseorang dapat meningkatkan pengetahuan dan keterampilannya dan ini akan dapat dijadikan sebagai bekal untuk memperoleh serta membuka lapangan kerja. Dengan demikian, seluruh elemen lembaga pendidikan dan pelatihan dalam negeri harus berbenah dan memperbaiki diri jika ingin eksis di persaingan mendatang, atau akan ditinggalkan masyarakat. Mereka dituntut untuk mengkreasikan visi yang cocok pada lembaga yang dimiliki.

Kenyataan menunjukkan bahwa kursus dan pelatihan bahasa Inggris di Indonesia diselenggarakan dalam berbagai program dan proses pembelajaran yang berbeda-beda sesuai dengan kebutuhan masyarakat, dan pengguna jasa kursus dan pelatihan.

Proses pembelajaran dengan kurikulum kursus dan pelatihan bahasa Inggris yang telah direvisi ini berbasis kompetensi dengan menggunakan rancangan komunikatif “Communicative Approach”. Hal ini dimaksudkan agar peserta didik mampu berkomunikasi dalam bahasa Inggris dengan baik dan benar baik secara lisan maupun tulisan.

Sumber Daya Manusia di bidang bahasa Inggris ini dituntut lebih proaktif sehingga mampu merespon perubahan dan tren perkembangan dunia usaha baik di tingkat nasional, regional maupun internasional. Standar kompetensi yang dimiliki seseorang harusnya berorientasi pada standar kompetensi yang digunakan pada tingkat regional dan internasional.

Kursus bahasa Inggris merupakan program pendidikan dan pelatihan yang berbasis kompetensi dan memberikan keterampilan agar peserta didik terlibat dalam berbagai pengalaman belajar, dan memiliki arti bagi kehidupannya.

Oleh karena itu, perlu disusun program pembelajaran dengan standar kompetensi, standar ini akan menjadi acuan dalam penyusunan kurikulum berbasis kompetensi sehingga dapat dijadikan standar oleh lembaga kursus dan pelatihan sesuai dengan UU No. 20 tahun 2003 tentang Sistem Pendidikan Nasional dan PP No. 19 tahun 2005 tentang Standar Nasional Pendidikan, dengan demikian disusunlah Kurikulum Berbasis Kompetensi untuk menjawab permasalahan di atas.

B. TUJUAN

1. Tujuan Umum

Kurikulum ini diharapkan dapat menjadi salah satu komponen dalam upaya meningkatkan kualitas Sumber Daya Manusia dalam hal pengalaman dan keterampilan berbahasa Inggris sehingga mampu berkomunikasi baik secara lisan maupun tulisan.

2. Tujuan Khusus

- a. Peserta didik diharapkan memiliki pengetahuan dan keterampilan berbahasa Inggris, baik secara lisan maupun tulisan dengan menggunakan kalimat sederhana sampai dengan kalimat yang rumit atau sukar.
- b. Peserta didik diharapkan mampu berkomunikasi dalam bahasa Inggris secara baik dan benar dengan menggunakan kosa kata yang sesuai dengan program tertentu.

C. HAKIKAT PEMBELAJARAN BAHASA INGGRIS

Hakikat pembelajaran bahasa Inggris dilaksanakan dengan sistem yang terintegrasi (*four languages skills*) yang dilaksanakan di lembaga kursus atau lembaga pelatihan serta sesuai dengan dunia nyata sehingga pada akhirnya setelah proses pembelajaran selesai peserta didik kompeten dalam melakukan dan melaksanakan kegiatan komunikasi baik lisan maupun tulisan.

Pembelajaran bahasa Inggris dirancang untuk memberikan peserta didik kemampuan dan pengalaman melakukan komunikasi dalam bahasa Inggris baik lisan maupun tulisan. Peserta didik akan diperkenalkan pada sistem yang terintegrasi dan seiring dengan pembaharuan berjalannya kurikulum proses belajar peserta didik dapat meningkat.

D. RUANG LINGKUP

Kurikulum Berbasis Kompetensi ini disusun dengan memperhatikan kemampuan dan kewenangan peserta didik dalam menyelesaikan materi pelajaran untuk berkomunikasi di lingkungan pekerjaan. Untuk itu, penyusunan kurikulum ini telah dibagi menjadi tiga program, yakni program: *Survival English*, *English for Communication* dan *Advanced Communication in English*. Pembagian ini merupakan bagian dari penyusunan kurikulum berbasis kompetensi yang tidak lagi mengenal tingkatan (leveling) seperti tingkat dasar (elementary), trampil (intermediate) dan mahir (advanced). Tingkatan ini telah diubah menjadi *Survival English* sebagai pengganti tingkat dasar satu dan dua, *English for Communication* sebagai pengganti tingkat terampil satu dan dua, dan *Advanced Communication in English* sebagai pengganti tingkat mahir.

Kursus dan pelatihan bahasa Inggris mengembangkan kemampuan yang dirinci dalam cakupan sebagai berikut:

1. Pemahaman tentang pengetahuan mengenai hal-hal yang berkaitan dengan prinsip-prinsip dan elemen-elemen kompetensi yang dibutuhkan untuk mendengarkan, membaca, menulis dan berbicara dalam bahasa Inggris.
2. Kemampuan berkomunikasi dalam lingkup pekerjaan yang berkaitan dengan bahasa Inggris.
3. Nilai-nilai, sikap, dan kemampuan berkomunikasi dalam bahasa Inggris.

E. PENDEKATAN PEMBELAJARAN DAN PENILAIAN

1. Pendekatan Pembelajaran

Pembelajaran bahasa Inggris dapat dimulai dari usia dini sampai pada mereka yang telah berusia lanjut. Untuk menjaga motivasi mereka dalam pembelajaran bahasa Inggris maka diperlukan pendekatan pembelajaran:

- a. Melalui proses yang dikerjakan sendiri dan dilakukan di tempat kursus.
- b. Belajar sambil bekerja
- c. Belajar dapat menimbulkan rasa senang dan menyenangkan.

2. Dasar Penilaian

Penilaian Standar Kompetensi dari Sertifikasi mengutamakan kestabilan dari pencapaian standar penilaian yang cermat dan teliti. Penilaian diciptakan untuk menghasilkan lulusan yang kompeten sesuai dengan kompetensi yang diajarkan. Penilaian ini berhubungan dengan tujuan dan sasaran program sertifikasi, dan akan menilai kapasitas para peserta didik secara adil dan dapat dipercaya. Peserta didik akan dinilai melalui berbagai macam cara yang mengutamakan kemampuan mengimplementasikan materi ajar yang telah diberikan secara terintegrasi.

3. Prosedur Penilaian

Penilaian akan dilakukan sesuai dengan program yang diambil oleh peserta didik. Penilaian untuk masing-masing program dilakukan setelah peserta didik menyelesaikan seluruh unit kompetensi.

Untuk dapat mengikuti uji kompetensi, peserta didik menghubungi lembaga sertifikasi kompetensi atau tempat uji kompetensi untuk mendaftarkan diri sesuai dengan jadwal dan program yang akan diujikan. Peserta didik pun melengkapi persyaratan administrasi yang diperlukan. Selanjutnya penguji yang ditunjuk oleh Lembaga Sertifikasi Kompetensi akan melakukan uji kompetensi yang meliputi materi teori dan praktik yang terintegrasi dalam keterampilan membaca, menulis, mendengarkan dan berbicara.

F. PROFIL LULUSAN

Lulusan kursus dan pelatihan bahasa Inggris ini mampu berkomunikasi dalam bahasa Inggris baik secara lisan maupun tulisan.

G. HUBUNGAN DENGAN PROGRAM LAIN

Setelah peserta didik menyelesaikan program *Survival English*, *English for Communication* dan *Advanced Communication in English*, dan memperoleh ketiga sertifikat kompetensi tersebut, mereka dapat menambah keahlian dengan pelatihan keterampilan yang lain untuk melengkapi kompetensi dan memperluas lingkup pekerjaan yang dapat diperoleh.

H. EVALUASI

Untuk mewujudkan proses pembelajaran bahasa Inggris yang efektif dan mencapai sasaran yang diharapkan, maka diperlukan evaluasi yang terintegrasi, sehingga bila terjadi kelemahan dan kekurangan dapat diantisipasi dan dilakukan perbaikan. Penilaian yang dilakukan lebih menekankan pada proses dan hasil.

Evaluasi yang akan dilakukan meliputi evaluasi kelas dan evaluasi program.

1. Evaluasi Kelas

Pendidik dan tenaga kependidikan harus memiliki komitmen terhadap terwujudnya pelaksanaan proses pembelajaran yang efektif sehingga setelah mengikuti program ini, peserta didik siap mengikuti dan berhasil dalam uji kompetensi sesuai dengan unit kompetensi yang ada dalam program kursus yang diikuti.

Pendidik dan tenaga kependidikan harus mampu mendeteksi kelemahan atau kekurangan ketika proses pembelajaran tidak mencapai tujuan pembelajaran

dan ketika peserta didik tidak mencapai standar kompetensi pada akhir pembelajaran.

Peserta didik dapat memberikan umpan balik atas proses pembelajaran yang telah diikuti dengan harapan proses pembelajaran selanjutnya dapat lebih efektif.

2. Evaluasi Program

Evaluasi atas program akan dilakukan untuk mengetahui apakah program yang dilaksanakan senantiasa dapat memenuhi standar kebutuhan pemakai lulusan yang digunakan di lingkungan dunia kerja. Evaluasi program yang akan dilakukan meliputi:

- a. Kurikulum akan ditinjau setiap 5 (lima) tahun sekali yang meliputi kesesuaian antara kebutuhan peserta didik dengan pokok pembelajaran.
- b. Bahan Ajar sudah memenuhi standar kompetensi yang dikehendaki pasar.
- c. Metode pembelajaran yang digunakan sudah efektif atau belum.
- d. Apakah sistem evaluasi penilaian sudah memenuhi tujuan pencapaian program pembelajaran.

BAB II

STRUKTUR KURIKULUM

Ringkasan Program

Kurikulum Bahasa Inggris Berbasis Kompetensi yang akan digunakan oleh Lembaga Kursus dan Pelatihan dalam melaksanakan proses pendidikan dan pelatihan terdiri dari tiga program:

1. Program *Survival English* dengan 22 unit kompetensi dengan lama belajar 144 jam dan distribusi waktu 30% teori dan 70% praktek yang diberikan secara terintegrasi.
2. Program *English for Communication* dengan 20 unit kompetensi dengan lama belajar 144 jam dan distribusi waktu 30% teori dan 70% praktek yang diberikan secara terintegrasi.
3. Program *Advanced Communication in English* dengan 23 unit kompetensi dengan lama belajar 144 jam dan distribusi waktu 30% teori dan 70% praktek yang diberikan secara terintegrasi.

PROGRA M	SURVIVAL ENGLISH			ENGLISH FOR COMMUNICATION			ADVANCED COMMUNICATION IN ENGLISH		
Metode & Jumlah Jam ----- ----- Gugus mata pelajara n	Teori... Jam @ 60 menit	PraktikJa m @ 60 menit	Jum- lah Jam	Teori... Jam @ 60 menit	Prakte k.....J am @ 60 menit	Juml ah Jam	Teori... ... Jam @ 60 menit	Prakte k.....J am @ 60 menit	Ju m lah Ja m
*Structu re, Vocabul ary, Reading, Writing, Speakin g and Listenin g			144			144			144

*Penyajian setiap kemahiran dilaksanakan secara terintegrasi dalam setiap pokok bahasan pada setiap program.

BAB III

KOMPETENSI DASAR DAN INDIKATOR

SURVIVAL ENGLISH

UNIT CODE :
 COMPETENCY STANDARD : INTRODUCING AND EXCHANGING PERSONAL INFORMATION
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILL AND ATTITUDE NEEDED TO INTRODUCE AND EXCHANGE PERSONAL INFORMATION

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Initiating a conversation	1.1 To state excuse for interrupting 1.2 To express greeting	Listening Listening for personal information from job interviews	8 hours
2.	Introducing oneself	2.1 To introduce oneself to another 2.2 To introduce oneself to an informal group 2.3 To introduce oneself at meetings/forum	Speaking Giving personal information at an interview Reading Classifying different types (personal, educational, professional and etc) of personal information	
3.	Introducing others	3.1 To introduce others at informal occasions 3.2 To introduce others at formal occasions	Writing Filling out a passport application form	

4.	Exchanging personal information	4.1 To give personal to information 4.2 To ask for personal information 4.3 To check accuracy of personal information		
5	Leave taking	5.1 To express intention to take leave 5.2 To respond to leave taking		

UNIT CODE :
 COMPETENCY STANDARD : ASKING FOR AND GIVING ASSISTANCE
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILL AND ATTITUDE NEEDED TO ASK FOR AND GIVE ASSISTANCE

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying assistance required	1.1 To identify types of assistance needed 1.2 To identify reasons for assistance	Listening Differentiating expressions of asking for and giving assistance	4 hours
2.	Asking for assistance	2.1 To ask for assistance 2.2 To convey appreciation	Speaking Reporting a loss at the Lost & Found Counter	
3.	Offering assistance	3.1 To offer assistance 3.2 To accept appreciation	Reading Identifying places to get specific assistance.	
4.	Declining assistance	4.1 To decline offer 4.2 To give reasons 4.3 To express appreciation for offer	Writing Taking notes on where to get help in case of an emergency	

UNIT CODE :
 COMPETENCY STANDARD : LEAVING AND TAKING MESSAGES OVER THE TELEPHONE
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILL AND ATTITUDE NEEDED TO LEAVE OR TAKE MESSAGES OVER THE TELEPHONE

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Asking for numbers	1.1 To identify telephone code system 1.2 To ask for numbers of emergency services 1.3 To respond to enquiries for information	Listening Taking a message Speaking Giving or conveying a message Reading Identifying other means of quick communications	4 hours
2.	Leaving a message	2.1 To make request to leave a message 2.2 To identify self 2.3 To request identity of message taker 2.4 To convey message 2.5 To re-check message 2.6 To express appreciation	Writing Explaining the meanings of some recent popular symbols or “emoticons” for emails and text messages	
3.	Taking a message	3.1 To express offer to take message 3.2 To ask identity of caller 3.3 To take message 3.4 To check accuracy of message 3.5 To accept appreciation		

UNIT CODE :
 COMPETENCY STANDARD : LOCATING PERSONAL ITEMS AND PLACES
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILL AND ATTITUDE NEEDED TO GIVE GENERAL LOCATION OF ITEMS AND PLACES

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Locating personal items in the home	1.1 To ask for location of items 1.2 To describe locations of items	Listening Listening for locations of items and/or places	8 hours
2.	Locating items in the workplace	2.1 To ask location of items 2.2 To describe locations of items	Speaking Locating personal items and giving directions to a place	
3	Locating public places in your neighborhood	3.1 To identify types of location 3.2 To ask for locations of places 3.3 To describe locations	Reading Drawing a road map from written description Writing Giving written instructions on locating a place, from a street map	

UNIT CODE :
 COMPETENCY STANDAR : EXPRESSING APOLOGIES
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILL AND ATTITUDE NEEDED TO EXPRESS APOLOGIES.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Expressing an apology	1.1 To express apologies 1.2 To give reasons 1.3 To convey apologies 1.4 To acknowledge apologies	Listening Grouping expressions into formal and informal categories Speaking Expressing or asking for an apology	4 hours
2.	Accepting an apology	2.1 To accept apologies 2.2 To convey acceptance of apologies	Reading Scanning for words/expressions that show apologies.	
3	Asking for an apology	3.1 To seek apologies 3.2 To mention reason/s 3.3 To accept apologies	Writing Writing an apology to your teacher explaining a mistake you've made	

UNIT CODE :
 COMPETENCY STANDARD : BUYING AND SELLING FOR PERSONAL NEEDS AND GROCERY
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILL AND ATTITUDE NEEDED TO BUY AND SELL FOR PERSONAL NEEDS AND GROCERY

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Describing quantity	1.1 To ask questions regarding specific and non-specific quantities 1.2 To state weight 1.3 To state measurements 1.4 To state non-specific quantities	Listening Listening for prices and quantity Speaking Shopping at your local grocer Reading Describing various payment methods	8 hours
2.	Talking about prices	2.1 To ask about prices of goods 2.2 To state prices 2.3 To compare prices	Writing Making a monthly shopping list for household needs	
3.	Selecting a purchase	3.1 To ask for assistance 3.2 To request for alternatives 3.3 To confirm purchase preferred		
4.	Making payment	4.1 To ask about modes of payment 4.2 To state of payment preferred		

UNIT CODE :
 COMPETENCY STANDARD : BUYING AND SELLING CURRENCIES
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILL AND ATTITUDE NEEDED TO BUY AND SELL FOREIGN CURRENCIES

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Talking about major foreign currencies	1.1 To identify major currencies 1.2 To state denominations in currencies	Listening Identifying names of foreign currencies and their denominations	4 hours
2.	Asking for exchange rate	2.1 To ask about exchange rates 2.2 To state request to make a transaction	Speaking Buying foreign currency at a money changer/bank	
3.	Requesting smaller denominations of currencies	3.1 To state request 3.2 To express appreciation for service/business	Reading Finding instructions on how to transfer money to a foreign bank Writing Filling out a bank transfer form	

UNIT CODE :
 COMPETENCY STANDARD : TALKING ABOUT ONE'S FAMILY AND RELATIONSHIPS
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILL AND ATTITUDE NEEDED TO TALK ABOUT ONE'S FAMILY AND RELATIONSHIPS.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Talking about one's family	1.1 To describe relationships in a family 1.2 To ask about relationships among members of the family 1.3 To describe roles played by family members	Listening Listening for family relationships Speaking Describing one's family tree Reading Comparing life style in nuclear and extended families	
2.	Talking about relationships within a family tree	2.1 To identify relationships within a four generation family 2.2 To describe relationships in an extended family	Writing Describing one's extended family	
3.	Talking about the influences of extended family	3.1 To identify special roles/influences of some family members in such relationships 3.2 To agree/disagree with suggested influences		

UNIT CODE :
 COMPETENCY STANDARD : DESCRIBING PERSONAL ROUTINES
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILL AND ATTITUDE NEEDED TO DESCRIBE PERSONAL DAILY ROUTINES

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Talking about personal routines at home	1.1 To ask questions about routines 1.2 To describe frequency of routines 1.3 To describe duration of routines	Listening Identifying frequency and routines Speaking Describing one's routines at home, at school or at work	6 hours
2.	Talking about personal routines at school	2.1 To ask questions about routines 2.2 To describe frequency and duration of routines 2.3 To describe schedules of routines	Reading Sorting out routines from non-routines Writing Giving reasons why some routines are important to you	
3.	Talking about personal routines at work	3.1 To ask questions about routines 3.3 To describe frequency and duration of routine 3.4 To describe schedules of routines		

UNIT CODE :
 COMPETENCY STANDARD : DESCRIBING PEOPLE'S APPEARANCE
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILL AND ATTITUDE NEEDED TO DESCRIBE PEOPLE'S APPEARANCE.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Describing people's age, height and weight	1.1 To describe age 1.2 To describe height 1.3 To describe weight 1.4 To ask questions about physical appearance	Listening Guessing the person from spoken descriptions Speaking Describing the appearance of some well-known persons	10 hours
2.	Describing general features of a person	2.1 To describe hair styles 2.2 To describe body build/shape 2.3 To ask questions relating to general features	Reading Recalling special features of famous personalities Writing Writing a complete description of oneself.	
3.	Describing a person's facial appearance	3.1 To describe face shapes 3.2 To describe facial features 3.3 To describe facial expressions 3.4 To ask questions relating to facial appearance		
4.	Describing a person's clothing	4.1 To describe men's clothing 4.2 To describe ladies' clothing 4.3 To describe unisex clothing 4.4 To describe traditional clothing 4.5 To ask questions relating to clothing		

UNIT CODE :
 COMPETENCY STANDARD : EXPRESSING ONE'S EMOTION
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILL AND ATTITUDE NEEDED TO EXPRESS ONE'S EMOTION

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Expressing happiness	1.1 To identify events 1.2 To express happiness	Listening Listening for words or phrases that match various emotions	6 hours
2.	Expressing disappointments	2.1 To identify events 2.2 To express disappointments	Speaking Expressing your feelings at different types of occasions/events	
3.	Expressing regrets or sympathy	3.1 To identify events 3.2 To express sympathies	Reading Matching expressions of feeling to events or occasions	
4.	Responding to others' concern	4.1 To acknowledge concern 4.2 To respond to acknowledgement	Writing Writing a note to show appropriate feelings for a specified occasion	

UNIT CODE :
 COMPETENCY STANDARD : CONVEYING GOOD WISHES
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILL AND ATTITUDE NEEDED TO CONVEY GOOD WISHES.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Congratulating others	1.1 To identify occasions 1.2 To express good wishes 1.3 To acknowledge good wishes	Listening Matching expressions to events or occasions Speaking Making a toast at a wedding or other happy occasions	4 hours
2.	Complimenting others	2.1 To match compliments with occasions 2.2 To express compliments 2.3 To accept compliments	Reading Identifying how people celebrate happy occasions Writing Responding to an invitation	
3.	Wishing others on anniversaries	3.1 To identify types of anniversaries 3.2 To express wishes 3.3 To acknowledge wishes		

UNIT CODE :
 COMPETENCY STANDARD : DESCRIBING PLACES OF INTEREST.
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO DESCRIBE PLACES OF INTEREST.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Classifying places of interest	1.1 To identify places of interest 1.2 To classify places of interest	Listening Classifying types of places of interest Speaking Comparing places of interest in different cities in Indonesia	6 hours
2.	Matching description with places of interest	2.1 To identify descriptive words 2.2 To match places of interest with activities	Reading Scanning for details and descriptive words for places of interest	
3.	Recommending places to visit	3.1 To seek suggestions 3.2 To offer suggestions 3.3 To support suggestions with reasons	Writing Creating a poster to promote places of interest in your town	

UNIT CODE :
 COMPETENCY STANDARD : GIVING ADVICE FOR COMMON SICKNESSES
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO DISCUSS AND GIVE ADVICE FOR COMMON SICKNESSES.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying common tropical sicknesses	1.1 To identify common sicknesses 1.2 To identify symptoms 1.3 To identify causes of sicknesses	Listening Matching symptoms with sickness Speaking Suggesting home remedies or medication or changes in diet.	8 hours
2.	Talking about doctor's prescription	2.1 To identify names of common and over the counter medication 2.2 To identify dosage directions	Reading Identifying common causes of sickness	
3.	Recommending home remedies	3.1 To seek home remedies 3.2 To recommend remedies 3.3 To state prohibitions and precautions	Writing Making 10 rules for a healthy life.	
4.	Suggesting life-style changes	4.1 To express common sanitary habits 4.2 To express common unhealthy habits 4.3 To suggest keeping fit routines		

UNIT CODE :
 COMPETENCY STANDARD : TALKING ABOUT EATING-OUT IN RESTAURANTS
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO GIVE GENERAL INFORMATION ABOUT EATING-OUT.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Discussing a menu	1.1 To identify main ingredients in dishes 1.2 To identify cooking methods 1.3 To match dishes with courses	Listening Listening for names of dishes in different courses Speaking Ordering a full course Chinese or western meal	8 hours
2.	Recommending dishes	2.1 To seek recommendation 2.2 To recommend dishes 2.3 To give reasons for recommendation	Reading Summarizing reasons that make a restaurant famous Writing	
3.	Ordering a meal at a restaurant	3.1 To ask for preferences of others 3.2 To give reasons for personal preference 3.3 To order a full course meal	Comparing table manners of Indonesian and other Asian cultures	
4.	Identifying table manners	4.1 To identify general rules of table manners for Indonesians 4.2 To identify differences from other cultures 4.3 To contrast table manners from East and West		

UNIT CODE :
 COMPETENCY STANDARD : GIVING GENERAL INFORMATION ABOUT COUNTRIES IN THE WORLD
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO GIVE GENERAL INFORMATION ABOUT COUNTRIES IN THE WORLD.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying geographical features of countries in the world	1.1 To identify general facts and information 1.2 To identify major geographical features	Listening Listening for general geographical facts – capital, population, seasons, natural resources, geographical features and etc - of countries in the world Speaking Making & answering questions on geography for quiz show Reading Sorting out features that are unique to countries with different seasons Writing Describing unique features of Indonesia	8 hours
2.	Identifying people from different parts of the world	2.1 To identify nationalities 2.2 To identify languages spoken 2.3 To match activities that are unique to some countries		
3.	Identifying eating habits of people from different countries	3.1 To identify varieties in diets 3.2 To identify famous dishes from different parts of the world		
4.	Identifying famous tourist sites from different countries of the world	4.1 To identify popular tourist destinations 4.2 To describe famous sites 4.3 To match activities with tourist sites		

UNIT CODE :
 COMPETENCY STANDARD : MAKING PLANS FOR LEISURE ACTIVITIES
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS AND ATTITUDE
 NEEDED TO EXTEND INVITATION FOR LEISURE ACTIVITIES.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying leisure activities	1.1 To identify leisure activities 1.2 To match leisure activities with clothing	Listening Listening for invitations to join some leisure activities	8 hours
2.	Classifying leisure activities	2.1 To classify indoor and outdoor activities 2.2 To classify individual and group activities	Speaking Making plans for a weekend activity Reading Classifying indoor /outdoor, individual and group sports and other leisure activities	
3.	Making plans for leisure activities	3.1 To seek plans for activities 3.2 To make plans 3.3 To include precautions to be taken	Writing Giving advice for fun and inexpensive leisure activities	

UNIT CODE :
 COMPETENCY STANDARD : COMPARING EVENTS AND CHANGES IN ONE'S LIFE
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS AND ATTITUDE
 NEEDED TO COMPARE EVENTS AND CHANGES IN ONE'S
 LIFE.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Describing one's childhood experiences	1.1 To describe past facts about oneself 1.2 To describe past events and activities	Listening Identifying events /activities of childhood between two or three generations of people	6 hours
2.	Describing one's recent and present events	2.1 To describe present facts about oneself 2.2 To describe recent events / activities 2.3 To explain effect of past activities on the present	Speaking Give a motivational talk to a group of unemployed youth. Reading Evaluating factors that make for success in life	
3.	Identifying changes in one's present life styles	3.1 To identify changes 3.2 To identify regrets in changes in self 3.3 To identify regrets in life style changes in your community	Writing Comparing facts and changes in life - from one's childhood to the present.	
4.	Making plans for future self-improvements	4.1 To express personal goals 4.2 To describe plans to achieve those goals		

UNIT CODE :
 COMPETENCY STANDARD : RECALLING PAST EXPERIENCES
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS AND ATTITUDE
 NEEDED TO TALK ABOUT PAST EXPERIENCES

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying one's past activities and habits	1.1 To identify past habits and activities 1.2 To express past habits and activities	Listening Recalling past events and activities Speaking Comparing childhood activities with those of present generations	6 hours
2.	Contrasting one's present activities and habits with those of the past	2.1 To identify present habits and activities 2.2 To express present habits and activities 2.3 To contrast past habits and activities with those of the present	Reading Identifying past social or economic events that affected people in your community Writing Writing a success story of someone in your neighbor or city.	
3.	Describing past events in history	3.1 To identify past events 3.2 To identify important recent/ present events 3.3 To describe effects of events have on people		

UNIT CODE :
 COMPETENCY STANDARD : TALKING ABOUT PUBLIC TRANSPORTATION SERVICES
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS AND ATTITUDE
 NEEDED TO COMPARE PUBLIC TRANSPORTATION SERVICES.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Classifying public transportations	1.1 To identify modes of public transportation 1.2 To classify means of public transportation	Listening Classifying modes and means of city transportation Speaking Asking for information on schedules and fares for public transportation	8 hours
2.	Comparing public transportation services	2.1 To identify benefits 2.2 To identify problems 2.3 To suggest improvements	Reading Identifying problems of mass transportations including low cost airlines	
3.	Talking about fare structures	3.1 To identify schedules 3.2 To identify class and fares 3.3 To describe amenities provided for different classes	Writing Suggestions for improving public transportation	
4	Booking a seat for a trip	4.1 To ask for schedules 4.2 To provide information 4.3 To make a booking		

UNIT CODE :
 COMPETENCY STANDARD : TALKING ABOUT HOUSING IN CITIES
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO COMPARE PRICES AND HOUSING IN CITIES.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying types of housing in cities	1.1 To identify types of housing 1.2 To identify utilities provided 1.3 To describe room functions 1.4 To describe furnishing	Listening Types of housing and utilities identified Speaking Negotiating a lease. Reading Comparing costs of living in city and suburb.	8 hours
2.	Contrasting living in an apartment and a house	2.1 To identify benefits of living in apartment 2.2 To identify benefits of living in houses 2.3 To express preferences and reasons for them	Writing Describing one's dream house	
3.	Negotiating a lease	3.1 To offer a lease 3.2 To negotiate a lease 3.3 To agree/disagree with lease		

UNIT CODE :
 STANDARD COMPETENCY : TALKING ABOUT RECIPES AND TABLE SETTING
 PROGRAM : SURVIVAL ENGLISH
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS AND ATTITUDE
 NEEDED TO DISCUSS FOOD AND TABLE SETTING.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying ingredients and cooking methods	1.1 To classify ingredients 1.2 To identify weights and quantities 1.3 To describe cooking methods	Listening Identifying words that describe ingredients, quantities and cooking methods Speaking Giving a cooking lesson to prepare a popular local dish.	6 hours
2.	Giving cooking instructions	2.1 To state quantities and ingredients 2.2 To express sequences from cooking instructions	Reading Identifying some rules for table setting in your culture	
3.	Comparing table settings	3.1 To identify Indonesian table settings 3.2 To identify western table settings 3.3. To compare Indonesian and Western table settings	Writing Giving ideas on how to promote Indonesian food to foreign tourists	

ENGLISH FOR COMMUNICATION

UNIT CODE :
 COMPETENCY STANDARD : DESCRIBING VACATIONS AND ITINERARY
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE
 KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO DESCRIBE
 VACATIONS AND ITINERARY.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying vacation destinations	1.1 To identify vacation sites 1.2 To identify purposes for vacation	Listening Identifying vacation plans and itinerary described. Speaking Deciding on a specific vacation plan.	6 hours
2.	Seeking travel advice	2.1 To seek travel safety advice 2.2 To give travel safety advice	Reading Getting information about vacations and itinerary. Writing Writing about a vacation plan and itinerary.	
3.	Planning itinerary	3.1 To decide vacation destination 3.2 To plan vacation arrangement		

UNIT CODE :
 COMPETENCY STANDARD : MAKING REQUESTS, COMPLAINTS AND APOLOGIES
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO MAKE REQUESTS, COMPLAINTS AND APOLOGIES

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Making requests	1.1 To identify purposes of requests. 1.2 To identify settings of requests. 1.3 To express requests.	Listening Identifying request, complaints and apologies. Speaking Making requests, complaints and apologies.	6 hours
2.	Making complaints	2.1 To identify reasons to complain. 2.2 To express complaints.	Reading Getting information about requests, complaints and apologies. Writing Writing about requests, complaints and apologies.	
3.	Making apologies	3.1 To identify reasons for apology. 3.2 To offer apologies. 3.1 To accept Apologies.		

UNIT CODE :
 COMPETENCY STANDARD : DESCRIBING TECHNOLOGICAL DEVICES AND GIVING INSTRUCTIONS
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO DESCRIBE TECHNOLOGICAL DEVICES AND GIVE INSTRUCTIONS

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying technological devices	1.1 To identify technological devices. 1.2 To classify technological devices.	Listening - Identifying technological devices. - Identifying how technological devices operate.	7 hours

2.	Describing impact of technological devices.	<p>2.1 To changes in technology devices in the past 50 years identified</p> <p>2.2 To explain usefulness of devices.</p>	<p>Speaking</p> <ul style="list-style-type: none"> - Describing technological devices. - Giving instructions how to operate technological devices. <p>Reading</p> <ul style="list-style-type: none"> - Getting information about technological devices. - Getting information about how to operate technological devices. <p>Writing:</p> <ul style="list-style-type: none"> - Writing about technological devices. - Writing about how to operate technological devices. 	
3	Giving instructions	<p>3.1 To demonstrate comprehension of instructions from manual.</p> <p>3.2 To make sequential instructions.</p> <p>3.3 To write instructions for manual.</p>		

UNIT CODE :
 COMPETENCY STANDARD : DESCRIBING CELEBRATIONS AND CUSTOMS
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO DESCRIBE CELEBRATIONS AND CUSTOMS

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Describing personal celebrations	1.1 To identify types of celebrations. 1.2 To classify events and celebrations. 1.3 To identify purposes for celebrating an event. 1.4 To describe a celebration.	Listening Identifying special days and customs. Speaking Describing celebrations and customs. Reading Getting information about celebrations and customs.	7.5 hours
2.	Describing national celebrations.	2.1 To identify types of celebrations. 2.2 To classify events and celebrations. 2.3 To identify purposes for celebrating an event. 2.4 To describe a celebration.	Writing Writing about celebrations and customs.	
3.	Describing customs of different ethnic groups in Indonesia	3.1 To describe specific customs of ethnic groups. 3.2 To describe differences in customs. 3.3 To describe community events.		

UNIT CODE :
 COMPETENCY STANDARD : COMPARING AND CONTRASTING LIFE IN THE PAST, PRESENT AND FUTURE.
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO COMPARE AND CONTRAST LIFE IN THE PAST, PRESENT AND FUTURE.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Comparing and contrasting life in the past	1.1 To compare life in the past. 1.2 To contrast life in the past.	Listening Identifying descriptions of life in the past, present and future.	9 hours
2.	Comparing and contrasting life in the present	2.1 To compare life in the present. 2.2 To contrast life in the present.	Speaking Describing life in the past, present and future. Reading Getting information about life in the past, present and future.	
3.	Comparing and contrasting life in the future.	3.1 To compare life in the future. 3.2 To contrast life in the future.	Writing Writing about life in the past, present and future.	

UNIT CODE :
 COMPETENCY STANDARD : DESCRIBING JOB QUALIFICATIONS, SKILLS, AND PERSONALITIES
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO DESCRIBE JOB QUALIFICATIONS, ABILITIES AND SKILLS, AND PERSONALITIES

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Specifying job qualifications,	1.1 To identify general qualifications for various jobs. 1.2 To identify unique qualifications for specific jobs.	Listening Identifying the job qualifications, abilities and skills and personalities. Speaking Describing job qualifications, abilities and skills, and personalities.	7.5 hours
2.	Describing skills	2.1 To identify general skills for in/out door jobs. 2.2 To identify specific skills needed for special jobs. 2.4 To contrast skills requirements for specific jobs.	Reading Getting information about job qualifications, abilities and skills, and personalities. Writing Writing about job qualifications, abilities and skills, and personalities .	

3.	Describing personalities	<p>3.1 To identify personality traits.</p> <p>3.2 To identify personality traits suitable for specific work.</p> <p>3.3 To make a job vacancy announcement with all the basic requirements.</p>		
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UNIT CODE :
 COMPETENCY STANDARD : DESCRIBING BUILDINGS AND FAMOUS TOURIST SITES.
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO DESCRIBE BUILDINGS AND FAMOUS TOURIST SITES.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Classifying buildings	1.1 To identify types of buildings. 1.2 To classify different kinds of buildings. 1.3 To classify functions of buildings.	Listening Identifying buildings and famous tourist sites described. Speaking Describing buildings and famous tourist sites.	7.5 hours
2.	Describing famous tourist sites	2.1 To identify famous historical sites. 2.3 To identify famous modern sites. 2.4 To describe unique features of sites.	Reading Getting information about buildings and famous tourist sites. Writing Writing about buildings and famous tourist sites.	
3	Promoting national tourist sites	2.1 To contrast features of local and national sites. 2.3 To highlight unique features of national sites.		

UNIT CODE :
 COMPETENCY STANDARD : DESCRIBING LIFE STORIES AND RECENT PAST HAPPENINGS.
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS
 AND ATTITUDE NEEDED TO DESCRIBE LIFE STORIES AND
 RECENT PAST HAPPENINGS.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Describing one's early years	1.1 To identify past childhood activities and events. 1.2 To identify current childhood activities and events. 1.3 To compare childhood experiences between two generations.	Listening Identifying life stories and recent past happenings described. Speaking Describing life stories and recent past happenings. Reading Getting information about life stories and recent past happenings.	9 hours
2.	Describing special events in one's life	2.1 To identify highlights of events in one's life. 2.2 To describe importance of these events to one's life.	Writing Writing about life stories and recent past happenings.	

3.	Describing recent happenings	<p>2.1 To identify recent national happenings .</p> <p>2.2 To describe recent international happenings.</p> <p>2.3 To describe impacts of these events to one's life.</p>		
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UNIT CODE :
 COMPETENCY STANDARD : DESCRIBING MOVIES AND ACTORS AND ACTRESSES
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO DESCRIBE MOVIES AND ACTORS AND ACTRESSES

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Classifying movies	1.1 To identify types of movies. 1.2 To classify movies.	Listening Identifying movies, actors and actresses described. Speaking Describing movies, actors and actresses.	7.5 hours
2.	Describing features of movies	2.1. To identify features in movies. 2.4 To explain classifications of movies.	Reading Getting information about movies, actors and actresses. Writing Writing about movies, actors and actresses.	
3.	Describing recognition in the movie industry	3.1 To match talents and actors and actresses. 3.1 To identify award systems for actors and actresses..		

UNIT CODE :
 COMPETENCY STANDARD : DESCRIBING LIKES AND DISLIKES AND DIFFERENTIATING FACTS FROM OPINIONS
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO DESCRIBE LIKES AND DISLIKES AND DIFFERENTIATING FACTS FROM OPINIONS

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Describing likes and dislikes	1.1 To identify expressions indicating likes and dislikes. 1.3 To mention expressions indicating likes and dislikes. 1.4 To use expressions indicating likes and dislikes contextually.	Listening - Identifying likes and dislikes described. - Identifying the difference about facts from opinions. Speaking Describing likes and dislikes and differentiating facts from opinions. Reading Getting information about likes and dislikes and the difference about facts from opinions.	9 hours
2.	Expressing opinions	2.1. To identify expressions for opinions. 2.2. To identify supporting ideas 2.5 To express personal opinion.	Writing Writing about likes and dislikes and the difference about facts from opinions.	

3.	Differentiating facts from opinions	3.1 To identify facts. 3.2 To identify supporting ideas. 3.2 To differentiate facts and opinions. 3.4 To analyze reports.		
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UNIT CODE :
 COMPETENCY STANDARD : SPECULATING ABOUT PRESENT AND PAST EVENTS
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO SPECULATE ABOUT PRESENT AND PAST EVENTS

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying past events.	1.1 To identify past events. 1.2 To identify simultaneous events. 1.3 To identify sequential events.	Listening Identifying present and past fact Speaking Speculating About present and past events Reading Getting information on description of speculation about present and past events.	7.5 hours
2.	Identifying present events	2.1 To identify present events. 2.2 To identify Simultaneous events. 2.3 To identify sequential events.	Writing Writing about present and past speculation	
3.	Speculating past and present events	3.1 To speculate unreal present events. 3.4 To speculate unreal past events.		

UNIT CODE :
 COMPETENCY STANDARD : MAKING REPORTED STATEMENTS AND REQUESTS
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO REPORT STATEMENTS AND REQUESTS

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Using direct speech in writing	1.1 To identify elements used in direct speech. 1.2 To identify direct speech.	Listening Identifying reported statements and requests. Speaking Reporting Statements and Requests.	6 hours
2.	Using reported speech	2.1 To identify elements used in reported speech. 2.2 To identify reported speech. 2.3 To use reported speech.	Reading Getting information about statements and requests. Writing Writing reported statements and requests.	
3.	Making direct requests	3.1 To identify direct requests. 3.2 To state reported requests.		

UNIT CODE :
 COMPETENCY STANDARD : DESCRIBING PERSONALITY TYPE AND QUALITIES AND RELATIONSHIPS.
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO DESCRIBE PERSONALITY TYPES AND QUALITIES AND RELATIONSHIPS.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Describing personality types	1.1 To identify personality types. 1.2 To describe one's personality.	Listening Identifying personality types and qualities and relationships.	7.5 hours
2.	Describing qualities	2.1 To identify qualities 2.5 To compare Qualities.	Speaking Describing personality types and qualities and relationships. Reading Getting information about descriptions of personality types and qualities and relationships Writing Writing about descriptions of personality types and qualities and relationships	
3.	Expressing qualities in relationship to non-human subjects	3.1 To identify relationships of qualities associated to non-human subjects. 3.2 To express specific relationships of qualities.		

UNIT CODE :
 COMPETENCY STANDARD : DESCRIBING AND COMPARING UNUSUAL JOBS.
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO COMPARE UNUSUAL JOBS

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Describing unusual jobs.	1.1 To identify unusual jobs. 1.2 To describe unusual jobs.	Listening Identifying unusual jobs. Speaking Describing and comparing unusual Jobs.	7.5 hours
2.	Associating personality types with unusual job	2.1 To identify personality types for unusual jobs. 2.2 To match personality types for unusual jobs.	Reading Getting information about descriptions of unusual jobs. Writing Writing about descriptions of unusual jobs.	
3.	Comparing unusual jobs.	3.1 To identify differences in some unusual jobs. 3.2 To compare unusual jobs.		

UNIT CODE :
 COMPETENCY STANDARD : MAKING, ACCEPTING OR DECLINING INDIRECT REQUESTS
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO MAKE, ACCEPT OR DECLINE INDIRECT REQUESTS

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Making indirect requests	1.1 To identify direct requests. 1.2 To express direct requests. 1.3 To identify Indirect requests. 1.4 To express indirect requests.	Listening Identifying indirect requests. Speaking Making, accepting or declining indirect requests. Reading Getting information about descriptions of indirect requests.	9 hours
2.	Accepting indirect requests	2.1 To make indirect requests. 2.6 To accept indirect requests.	Writing Writing about descriptions of indirect requests.	
3.	Declining indirect requests	2.1 To note indirect requests. 2.2 To decline indirect requests. 2.7 To express reasons for declining.		

UNIT CODE :
 COMPETENCY STANDARD : NARRATING NEWS STORIES AND EXCEPTIONAL EVENTS
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO NARRATE NEWS STORIES AND EXCEPTIONAL EVENTS.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Classifying news	1.1 To identify media for narrating news. 1.2 To identify types of news. 1.3 To classify news.	Listening Identifying news stories and exceptional events. Speaking Narrating news stories and exceptional events.	9 hours
2.	Narrating news	2.1 To narrate news using direct speech. 2.2 To narrate news stories in indirect speech.	Reading Getting information about news stories and exceptional events. Writing Writing news stories and exceptional events.	
3.	Narrating exceptional events	3.1 To identify qualities that signify exceptional events. 3.2 To identify cause and effect of an exceptional event. 3.5 To narrate exceptional events.		

UNIT CODE :
 COMPETENCY STANDARD : COMPARING CULTURES AND DESCRIBING CULTURE SHOCKS
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO COMPARE CULTURES AND DESCRIBE CULTURE SHOCKS

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Describing local cultures	1.1 To identify different local cultures. 1.2 To compare local cultures.	Listening - Identifying different cultures exposed. - Identifying culture shocks exposed. Speaking Comparing different cultures and describing culture shocks.	7.5 hours
2.	Describing our national culture	2.1. To identify different regional cultures. 2.2 to debate a national culture.	Reading Getting information about the different culture and culture shocks. Writing Writing about the different culture and culture shocks.	
3.	Comparing eastern and western cultures	3.1 To identify different international cultures. 3.3 to identify similarities of cultures. 3.1 To compare differences in cultures.		

4.	Describing culture shocks	<p>4.1 To identify differences in culture.</p> <p>4.2 To describe impacts of culture shocks.</p>		
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UNIT CODE :
 COMPETENCY STANDARD : DESCRIBING PROBLEMS AND MAKING COMPLAINTS
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO DESCRIBE PROBLEMS AND MAKE COMPLAINTS

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Describing problems or product defects	1.1 To identify problems/defects. 1.2 To express problems/defects.	Listening Identifying problems Identifying complaints Speaking Describing problems and making complaints.	7.5 hours
2.	Requesting assistance	2.1 To express requests for information/ assistance. 2.2 To convey reasons for assistance. 2.5 To express appreciation of assistance.	Reading - Getting information about problems. - Getting information about complaints. Writing Writing descriptions of problems and making complaints.	
3.	Making complaints	3.1 To convey complaints. 3.2 To note complaints 3.3 To seek assurance 3.6 To give assurance		

UNIT CODE :
 COMPETENCY STANDARD : IDENTIFYING PROBLEMS AND OFFERING SOLUTIONS
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO IDENTIFY PROBLEMS AND OFFER SOLUTIONS

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying types of personal problems	1.1 To identify types of problems. 1.2 To classify problems.	Listening: - Identifying types of personal problems. - Identifying the solutions. Speaking Describing personal problems and offering solutions.	7.5 hours
2.	Eliciting information	2.1 To offer assistance 2.2 To refuse assistance. 2.6 To express assurance.	Reading - Getting information about types of problems. - Getting information about solutions. Writing Writing about identifying problems and offering solutions.	
3.	Offering solutions	3.1 To suggest solutions. 3.2 To express prohibitions.		

UNIT CODE :
 COMPETENCY STANDARD : DESCRIBING LEARNING METHODS AND INDICATING PREFERENCES
 UNIT DESCRIPTION : THIS UNIT DEALS WITH THE KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO DESCRIBE LEARNING METHODS AND INDICATE PREFERENCES

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Describing learning styles	1.1 To identify different learning styles. 1.2 To express specific learning styles.	Listening - Identifying different learning styles. - Identifying preferences. Speaking Describing the learning styles and indicating preferences.	9 hours
2.	Matching personality with learning styles	2.1 To identify learning problems. 2.2 To match personality traits with learning styles.	Reading - Getting information about descriptions of learning styles. - Getting information about preferences on learning styles. Writing Writing about learning styles and preferred ones.	

3.	Indicating preferences	3.1 To express preferences for learning style. 3.2 To state reasons for preferences.		
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ADVANCED COMMUNICATION IN ENGLISH

UNIT CODE :
 COMPETENCY STANDARD : INTERVIEWING
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND ATTITUDE NEEDED TO DO AN INTERVIEW.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Opening an interview	1.1 To express Greetings 1.2 To open an interview 1.3 To give an Interview Introduction	Listening Identifying main points in an interview Speaking Responding to main points raised by interviewee	4 hours
2.	Asking questions	2.1 To prepare Questions 2.2 To ask questions 2.3 To answer questions		
3.	Responding to interviewee's answers	3.1 To respond to Information 3.2 To comment on answers		
4.	Closing an Interview	4.1 To convey a summary 4.2 To convey appreciation 4.3 To convey Leave-takings		

UNIT CODE :
 COMPETENCY STANDARD : SUMMARIZING AN ESSAY
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND ATTITUDE
 NEEDED TO SUMMARIZE AN ESSAY.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Recognizing elements of an essay	1.1 To identify elements of an essay 1.2 Elements of an essay written	Reading Getting main ideas of an essay Writing Summarizing an essay	8 hours
2.	Identifying main ideas	2.1 To identify main ideas 2.2 To write main ideas		
3.	Compiling the main ideas	3.1 To link main ideas with correct connectors 3.2 To write a summary		

UNIT CODE :
 COMPETENCY STANDARD : SUMMARIZING A SHORT STORY
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND ATTITUDE
 NEEDED TO SUMMARIZE A SHORT STORY.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying elements of a short story	1.1 To identify elements of the stories 1.2 To write elements of the stories	Reading Getting main points of a short story Writing Summarizing a short story	6 hours
2.	Identifying main points of a short story	2.1 To identify main points of the stories 2.2 To state main points of the stories		
3.	Bringing together main points of a short story	3.1 To link main points of the stories with the right connectors 3.2 To correct a summary draft 3.3 To write a summary		

UNIT CODE :
 COMPETENCY STANDARD : TELLING A STORY
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND ATTITUDE
 NEEDED TO TELL A STORY.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Planning a story	1.1 To identify Genres 1.2 To compare Genres	Reading Getting main points of a story Speaking Telling a story	6 hours
2.	Outlining stories	2.1 To organize plots 2.2 To prepare an outline		
3.	Delivering a story	3.1 To identify techniques of delivery 3.2 To deliver stories		

UNIT CODE :
 COMPETENCY STANDARD : WRITING AN INFORMAL LETTER
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND ATTITUDE
 NEEDED TO WRITE AN INFORMAL LETTER.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying the elements of informal letters	1.1 To identify types of informal letters 1.2 To mention elements of informal letters	Reading Getting information about elements of an informal letter Writing Writing an informal letter	4 hours
2.	Outlining informal letters	2.1 To outline informal letters outlined 2.2 To revise outlines		
3.	Composing informal letters	3.1 To draft informal letters 3.2 To informal letters 3.3 To make a final draft		

UNIT CODE :
 COMPETENCY STANDARD : WRITING A FORMAL LETTER
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND ATTITUDE
 NEEDED TO WRITE A FORMAL LETTER.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying the elements of formal letters	1.1 To identify types of formal letters 1.2 To mention elements of formal letters	Reading Getting information about elements of a formal letter Writing a formal letter	4 hours
2.	Outlining formal letters	2.1 To outline formal letters 2.2 To revise outlines		
3.	Composing formal letters	3.1 To draft formal letters 3.2 To edit formal letters 3.3 To make final a draft		

UNIT CODE :
 COMPETENCY STANDARD : WRITING A COMPLAINT LETTER
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND ATTITUDE
 NEEDED TO WRITE A COMPLAINT LETTER.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying the elements of complaint letters	1.1 To identify types of complaint letters 1.2 To mention elements of complaint letters	Listening Identifying main points of a complaint Reading Getting information about elements of a complaint letter	6 hours
2.	Outlining complaint letters	2.1 To outline a complaint letter 2.2 To revise an outline	Writing Writing a complaint letter	
3.	Composing complaint letters	3.1 To draft complaint letters 3.2 To edit complaint letters 3.3 To make a final draft		

UNIT CODE :
 COMPETENCY STANDARD : WRITING AN APPLICATION LETTER
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND ATTITUDE
 NEEDED TO WRITE AN APPLICATION LETTER.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying the elements of an application letter	1.1 To identify types of application letters 1.2 To mention elements of application letters	Reading Getting information about the elements of a complaint letter Writing Writing an application letter	6 hours
2.	Outlining application letters	1.1 To outline application letters 2.2 To revise an outline		
3.	Composing an application letter	3.1 To draft application letters 3.2 To edit application letters 3.3 To make a final draft		
4.	Identifying the elements of CV (Curriculum Vitae)	4.1 To identify styles of CV (Curriculum Vitae) 4.2 To mention elements of CV (Curriculum Vitae)		

5.	Outlining CV (Curriculum Vitae) application letters	5.1 To outline CV (Curriculum Vitae) 5.2 To revise outline		
6.	Composing CV (Curriculum Vitae)	6.1 To draft CV (Curriculum Vitae) 6.2 To edit CV (Curriculum Vitae) 6.3 To make a final draft		

UNIT CODE :
 COMPETENCY STANDARD : WRITING A LETTER TO THE EDITOR
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND ATTITUDE
 NEEDED TO WRITE A LETTER TO THE EDITOR.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying the elements of a letter to the editor	1.1 To identify types of a letter to the editor 1.2 To mention elements of a letter to the editor	Listening Identifying the main points of a problem Reading Getting information about the elements of a letter to the editor and information related to the problem	6 hours
2.	Outlining a letter to the editor	2.1 To outline a letter to the editor 2.2 To revise an outline	Writing a letter to the editor	
3.	Composing a letter to the editor	3.1 To draft a letter to editor 3.2 To edit a letter to editor 3.3 To make a final draft		

UNIT CODE :
 COMPETENCY STANDARD : GIVING A PRESENTATION
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND ATTITUDE
 NEEDED TO GIVE A PRESENTATION.

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying the elements of presentation	1.1 To identify purposes of presentations 1.2 To identify types of presentations 1.3 To identify audience 1.4 To identify elements of presentations	Listening Identifying parts of a presentation Reading Getting information related to the topic of the presentation	10 hours
2.	Outlining presentations	2.1 To outline presentations 2.2 To revise an outline	Writing Writing the outline of a presentation Speaking Delivering a presentation	
3.	Composing presentation texts	3.1 To draft presentation texts 3.2 To edit presentation texts 3.3 To make a final draft		
4.	Delivering a presentation	4.1 To identify techniques of delivery 4.2 To deliver a presentation		

UNIT CODE :
 COMPETENCY STANDARD : WRITING A MANUAL
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND ATTITUDE
 NEEDED TO WRITE A MANUAL

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying the elements of a manual	1.1 To identify types of manuals 1.2 To identify elements of manuals	Reading Getting information about the elements and contents of a manual	6 hours
2.	Outlining manuals	2.1. To outline manual 2.2 To revise outline	Writing Writing a manual	
3.	Writing a manual	3.1 To draft manuals 3.2 To edit manuals 3.3 To make Final draft		

UNIT CODE :
 COMPETENCY STANDARD : PARTICIPATING IN A DISCUSSION EFFECTIVELY
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND ATTITUDE
 NEEDED TO PARTICIPATE IN A DISCUSSION EFFECTIVELY

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying the elements of discussions	1.1 To identify types of discussion 1.2 To state Elements of discussion	Listening Identifying the main points of a discussion topic Reading Getting information about the discussion topic	6 hours
2.	Agreeing or disagreeing to proposals	2.1 To express opinions/ideas. 2.2 To agree opinions/ideas 2.3 To refute opinions/ideas 2.4 To execute Appropriate interruption	Speaking Participating in a discussion effectively	
3.	Negotiating to a solution	3.1 To identify types of negotiations 3.2 To identify elements of negotiations		
4.	Concluding discussions	4.1 To summarize discussions 4.2 To conclude discussions		

UNIT CODE :
 COMPETENCY STANDARD : READING CRITICALLY
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND ATTITUDE
 NEEDED TO READ CRITICALLY

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying purposes of reading	1.1 To identify different kinds of purpose 1.2 To identify genre of texts	Reading Identifying facts and opinions, tones, purpose and concluding the implied meanings in the text	10 hours
2.	Differentiating facts from opinions	2.1 To identify facts 2.2 To identify opinions 2.3 To compare facts and opinions	Speaking Giving opinions about the reading materials Writing Writing down the opinions	
3.	Recognizing tones	3.1 To identify various tones 3.2 To indicate specific tone		
4.	Making inferences	4.1 To identify implied meanings 4.2 To infer meanings		

5.	Using pronoun references	5.1 To identify pronoun references 5.2 To use pronoun references		
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UNIT CODE :
 COMPETENCY STANDARD : WRITING A DESCRIPTIVE ESSAY
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND ATTITUDE
 NEEDED TO WRITE A DESCRIPTIVE ESSAY

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying the elements of descriptive essays	1.1 To identify Settings of descriptive essays 1.2 Elements of descriptive essays	Listening Identifying the main points of a description Reading Getting information about the elements and the main points of a descriptive essay	6 hours
2.	Outlining a descriptive essay	2.1 To outline essays 2.2 To revise outline	Writing Composing a descriptive essay	
3.	Composing a descriptive essay	3.1 To draft Essays 3.2 To edit Essays 3.3 To make Final draft		

UNIT CODE :
 COMPETENCY STANDARD : WRITING A NARRATIVE ESSAY
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND
 ATTITUDE NEEDED TO WRITE A NARRATIVE ESSAY

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying the elements of a narrative essay	1.1 To identify settings of narrative essays 1.2 To identify elements of narrative essays	Listening Identifying the main points of a narration Reading Getting information about the elements and the main points of a narrative essay	6 hours
2.	Outlining narrative essays	2.1 To outline essays 2.2 To revise an outline	Writing Composing a narrative essay	
3.	Composing a narrative essay	3.1 To draft essays 3.2 To edit essays 3.3 To make final draft		

UNIT CODE :
 COMPETENCY STANDARD : WRITING AN ARGUMENTATIVE ESSAY
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND
 ATTITUDE NEEDED TO WRITE AN ARGUMENTATIVE ESSAY

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying the elements of an argumentative essay	1.1 to identify purposes of an argumentative essay 1.2 to identify elements of an argumentative essay	Listening Identifying the main points of an argumentative essay Reading Getting information about the elements and the main points of an argumentative essay	8 hours
2.	Outlining argumentative essays	2.1 To outline essays 2.2 To revised essays	Writing Composing an argumentative essay	
3.	Composing an argumentative essay	3.1 To draft essays 3.2 To edit essays 3.3 To make final draft		

UNIT CODE :
 COMPETENCY STANDARD : WRITING A PERSUASIVE ESSAY
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND
 ATTITUDE NEEDED TO WRITE A PERSUASIVE ESSAY

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying the elements of a persuasive essay	1.1 To identify purposes of persuasive essays 1.2 To identify settings of persuasive essays 1.3 To identify elements of persuasive essays	Listening Identifying the main points of a persuasive essay Reading Getting information about the elements and the main points of a persuasive essay	8 hours
2.	Outlining persuasive essays	2.1 To outline essays 2.2 To revise outline	Writing Composing a persuasive essay	
3.	Composing a persuasive essay	3.1 To draft essays 3.2 To edit essays 3.3 To make final draft		

UNIT CODE :
 COMPETENCY STANDARD : WRITING A COMPARISON – CONTRAST ESSAY
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND ATTITUDE
 NEEDED TO WRITE A COMPARATIVE ESSAY

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying the elements of comparison-contrast essays	1.1 To identify purposes of a comparison-contrast essay 1.2 To identify elements of a comparison-contrast essay	Listening Identifying the main points of a comparison-contrast essay exposed	6 hours
2.	Outlining comparison-contrast essays	2.1 To outline essays 2.2 To revise outline	Reading Getting information about the elements and the main points of a comparison – contrast essay Writing Composing a comparison-contrast essay	
3.	Composing a comparison contrast essay	3.1 To draft essays 3.2 To edit essays 3.3 To make final draft		

UNIT CODE :
 COMPETENCY STANDARD : TAKING NOTES FROM A LECTURE
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND ATTITUDE
 NEEDED TO TAKE NOTES FROM A LECTURE

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying the elements of note-takings	1.1 to identify purposes of note takings 1.2 To identify symbols for note takings 1.3 To identify abbreviations used in note takings 1.4 To identify elements of note takings	Reading Getting information about the elements of a lecture from a lecture transcript Listening Identifying the main points of a lecture	6 hours
2.	Organizing notes	2.1 To identify major/important points 2.2 To identify minor/supporting points		
3.	Writing complete draft from notes	3.1 To outline drafts 3.2 To revise drafts 3.3 To make report		

UNIT CODE :
 COMPETENCY STANDARD : PARTICIPATING IN A DEBATE SUCCESSFULLY
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND ATTITUDE
 NEEDED TO PARTICIPATE IN A DEBATE SUCCESSFULLY

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying the elements of debates	1.1 To identify topics of debates 1.2 To identify settings of debates 1.3 To identify elements of debate	Listening Identifying the main points of a lecture/talk related to the debate topic Reading Getting information from a lecture/talk related to the debate topic Speaking Participating in a debate.	6 hours
2.	Proposing the topics	2.1 To propose the topics 2.2 To express supporting details		
3.	Supporting the topics	3.1 To deliver reasoning delivered 3.2 To express Supporting details		
4.	Rebutting the topics	4.1 To deliver reasoning 4.2 To express supporting details		

5.	Concluding a debate	5.1 To summarize opinions 5.2 To make conclusion		
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UNIT CODE :
 COMPETENCY STANDARD : WRITING A BOOK REVIEW
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND NEEDED TO WRITE A REPORT A BOOK REVIEW

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying the elements of book reviews	1.1 To identify purposes of book reviews 1.2 To identify elements of book reviews identified	Listening Identifying the main points of a book review Reading Getting information about the elements of a book review and the main points of a book review	4 hours
2.	Outlining book reviews	2.1 To outline reviews 2.2 To revise outline	Writing Composing a book review	
3.	Composing book reviews	3.1 To draft reviews 3.2 To edit reviews 3.3 To make final draft		

UNIT CODE :
 COMPETENCY STANDARD : WRITING A REPORT BASED ON NON-LINEAR TEXTS
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND ATTITUDE
 NEEDED TO WRITE A REPORT BASED ON NON-LINEAR TEXTS

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying non-linear texts	1.1 To identify various non-linear texts 1.2 To identify specific non-linear texts	Reading Getting information from a non-linear text report Writing Composing a non-linear report	6 hours
2.	Outlining texts	2.1 To outline texts 2.2 To revise outline		
3.	Composing texts	3.1 To draft texts 3.2 To edit texts 3.3 To make final draft		

UNIT CODE :
 COMPETENCY STANDARD : REPORTING AN EVENT ORALLY
 UNIT DESCRIPTION : THIS UNIT DEALS WITH KNOWLEDGE, SKILLS, AND
 ATTITUDE NEEDED TO REPORT AN EVENT ORALLY

NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	Identifying the organization of an oral report	1.1 To identify purposes of oral reports 1.2 To identify settings of oral reports 1.3 To identify elements of oral reports	Listening Identifying the main points of an oral report Reading Getting information about the topic reported	6 hours
2.	Separating main and minor events	2.1 To identify main events 2.2 To identify minor events	Speaking Delivering a report	
3.	Outlining oral reports	3.1 Report outlined 3.2 Outline revised		
4.	Delivering a report	4.1 To state report opening 4.2 To describe main events 4.3 To make report conclusion		